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ABSTRACT

One of the main reasons why educational change often fails is the neglect of implementation. This book presents a summary of what has been learned during the past decades about implementing successful school improvement. Chapter 1 provides an overview of this knowledge, identifying factors and processes associated with success, and pointing to courses of action. Chapter 2 investigates the implementation issues involved in the use of microcomputers in classrooms. The third chapter shifts attention to the school district in a case study of a district model for systematic curriculum implementation. The pivotal role played by the principal as a leader of institutional development and reform is examined in the fourth chapter. Chapter 5 clarifies the role of staff development and innovation, linking staff development with fundamental school improvement. The final chapter takes up the issue of how teacher development, school development, and implementation are interrelated. It examines some of the limitations of the concept of implementation and discusses more basic issues of teacher and institutional development necessary to lasting school improvement. Two tables and two figures are included. (Contains 100 references and an index). (LMI)

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